

## Daily Lesson Plan

<b>Instructor(s):</b> 7 <sup>th</sup> Grade ELA Unit 1: Prentice Hall: Fiction and Nonfiction	<b>Date:</b>
<b>Lesson:</b> Unit 1 (Fiction)- From “The Tale of the Mandarin Ducks” by Katherine Paterson (Exemplar)	<b>Unit 1: Prentice Hall: From “The Tale of the Mandarin Ducks” by Katherine Paterson (Exemplar)</b>
<b>Lesson Preparation: Goals for Today’s Lesson</b>	
<p><b>Essential Question(s):</b> What is the best way to find the truth?</p> <p>Explain to students that throughout the school year they will be posed with big questions that relate to their life and everyday experiences.</p> <p><b>Background/Overview:</b> <i>This story is set in Japan in the Middle Ages, when powerful lords lived in palaces and ruled the people who lived on their estates. The lords could do what they wanted, and the people had to obey them.</i></p> <p><b>Learning Objective:</b></p> <ul style="list-style-type: none"> <li>Students will be able to determine a theme or central idea of a text and how it is conveyed through particular details. Students will be able to provide a summary of the text distinct from personal opinions and judgments.</li> <li>Students will determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text</li> <li>Students will be able to describe how a particular story’s or drama’s unfold in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</li> <li>Students will be able to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>Students will be able to write arguments to support claims with clear reasons and relevant evidence.</li> <li>Students will be able to support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> </ul>	
<p><b>CCLS for lesson: Standards:</b></p> <p>RI.1; RL.2; RL.3; W.1; W.1.b</p>	
<p><b>Materials/Resources:</b> Prentice Hall Literature Grade 7. p. 9-10</p>	
<p><b>Instructional Strategies (Differentiation of Teaching and/or activities):</b></p> <p><b>Whole Group-Remind students that the theme of a work is its message or insight about life. Tell students that all the elements of a story, from the title to the characters to individual words, work together to support the theme (Prentice Hall Literature Grade 7 p.8).</b></p> <p><b>Reiterate to student’s, that authors of fiction seldom directly state the theme, or central message about life. Instead, they often present the theme indirectly. To discover a theme that is implied, or presented indirectly, pay attention to details in the selection by asking yourself the questions featured in the Clues to Theme chart on page 8.</b></p> <p><b>Review the Clues to Theme chart (p.8), making sure students understand each clue. Clarify that a symbol literally exists within a story but also represents something else.</b></p> <p><b>Have students preview the selection vocabulary</b>  <b>Students will incorporate the vocabulary in their written responses.</b></p>	

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**Teacher divides the class into groups. Teacher writes the following theme on the board or chart paper: *Kindness will be rewarded*. Have each group devise clues to theme in one of the six different chart categories. Then have groups share their clues.**

### Students will know: (Content/Concepts)

- Students will be able to identify theme in fiction.
- Students will be able to determine a theme or central idea of a text and how it is conveyed through particular details provide a summary of the text distinct from personal opinions and judgments.
- Students will determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text
- Students will be able to describe how a particular story's or drama's unfold in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- Students will be able to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students will be able to write arguments to support claims with clear reasons and relevant evidence.
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### Students will do: (Skills)

**Identify** textual support and evaluate its meaning.

**Determine** the author's purpose and explain if the purpose was indeed accomplished.

**Determine** the meaning of words and phrases as used in the text and gain a working knowledge of domain specific vocabulary in context.

**Create** written responses explaining how the author develops, compares, and contrasts his/her main idea or argument through multiple topics.

**Produce** clear and coherent writing in which the text structure, development, and vocabulary are appropriate to the specified audience.

**Demonstrate** command of the conventions of Standard English capitalization, punctuation and spelling when writing.

**Use** appropriate transitions to the coherence of written texts.

**Add** relevant facts, concrete details, quotations, and other examples to support a main idea or argument in a written piece.

**Cite** textual evidence to support written responses and apply conventions of Standard English grammar.

**Write** informative/explanatory texts to examine a topic and convey information through the selection and analysis of relevant content.

### Mini-Lesson: Building Background/Activating Prior Knowledge (20% of the Lesson)

<b>Vocabulary:</b>	awareness, conclude, convince, debate, evaluate, explain, insight, perceive, believable, evidence, factual, fiction, reality, reveal, truth, Japan, Middle Ages, palace, estate, mandarin, drake, "Land of the Rising Sun", cruel, district, plumage, envied, emperor, adorn, manor, gracefully, despised, steward, samurai, bamboo, brocade, luster, weary, delicacies, ailing
<b>Do Now:</b>	<p>Teacher provides the information below as a handout or through view of projector, or SmartBoard, etc. students then review the information and follow the directions given.</p> <p>According to the information provided, "Hierarchy in Feudal Japan", which class would you prefer? Explain. (2 paragraphs).</p> <p><b>HIERARCHY IN FEUDAL JAPAN</b></p> <p>Society was divided into two classes in Feudal Japan, the nobility and the peasants. The noble class made up roughly twelve percent of the population with peasants making up the rest.</p>

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<p><b>Do Now:</b></p>	<p>Teacher provides the information below as a handout or through view of projector, or SmartBoard, etc. students then review the information and follow the directions given.</p> <p>According to the information provided, “Hierarchy in Feudal Japan”, which class would you prefer? Explain. (2 paragraphs).</p> <p><b>HIERARCHY IN FEUDAL JAPAN</b></p> <p>Society was divided into two classes in Feudal Japan, the nobility and the peasants. The noble class made up roughly twelve percent of the population with peasants making up the rest.</p> <p><b>Emperor and Shogun</b> The Emperor and the Shogun were the highest ranking nobles. During Japan's feudal period the Shogun held the most power while the Emperor was more of a puppet figure with little actual power. As the Shogun was a military leader his sword, or Nihonto in Japanese (katana came later in the Mid-Muromachi period), was an important part of his attire.</p> <p><b>Daimyo</b> Daimyo were powerful warlords and the most powerful rulers under the Shogun from the 10th century to the early 19th century. Within their province the Daimyo had complete military and economic power. Daimyo had vast hereditary land holdings and armies to protect the land and its workers. The most powerful warlords sometimes achieved the status of Shogun.</p> <p><b>Samurai</b> The Daimyo armies were made up of Samurai warriors. Samurai worked under Daimyo, but they had additional privileges and held a higher social status than common people. These privileges included being able to have a surname, a family crest, and carry two swords. People with Samurai family names are still treated with great respect in Japan today. Although most samurai were not well educated, they had a strict code of honor or the "way of the warrior", known as bushido in Japanese. If a Samurai broke the bushido code and brought dishonor to him/herself they would be expected to commit seppuku, or ritual suicide. Women were allowed to serve as samurai but always served under a male leader.</p> <p><b>Peasants</b> Peasants were divided into several sub-classes. The highest ranking of the peasants were farmers. Farmers who owned their own land ranked higher than farmers who did not. Craftsmen, or artisans, were the second highest ranking after the farmers. They worked with wood and metal and some became well-known as expert Samura sword makers. Merchants were the lowest ranking because it was felt they made their living off of other people's work. However, in later times when Japan began to use money more as currency merchants became more wealthy.</p>
<p><b>Mini Lesson:</b> <i>Steps for Building Background</i></p>	<p><b>Note Taking: Cornell Note-Taking Method</b> Teacher discusses the About the Text/background paragraph. Explain that the story features a steward, a servant who cares for the lord’s estate and who was once a samurai, or Japanese warrior. It also features a drake, or male duck.</p> <p>Students then read an excerpt from “The Tale of the Mandarin Ducks” pages 9-10. Teacher then discusses the passage, clarifying as needed...all points having to do with theme in fiction.</p>

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<p><b>Group Work and/or Independent Work:</b></p>	<p><b>Tier II-Group B</b>  <b>How is the lord's attitude toward the drake like his attitude toward the steward?</b></p> <p><b>Tier I-Group A</b>  <b>The interpretation of the story's theme will depend in part on the interpretation of the symbol of the drake. Therefore, if the drake is a symbol of beauty or nature, what themes might the story express?</b></p> <p><b>Tier III-Group C</b>  <b>Why does the lord invite other wealthy landowners to see the duck, instead of just showing it off to those he rules on his estate?</b></p> <p><b>Discussion/Debate Question for All groups:</b></p> <p><b>Sketch Theater:</b></p> <p><b>Students must complete one out of two of the tasks below:</b>  <b>The story continues, but based on details you have already learned so far, you can determine one or more possible themes.</b></p> <p><b>Analyze and Discuss Theme</b></p> <p><i>Task 1: Identify the theme in "The Tale of the Mandarin Ducks" Prepare an essay that analyzes how the author develops that theme through characters and events. Be sure to include examples from the story to support your ideas. Be sure to use appropriate vocabulary and content-area words in your essay. Be sure to incorporate the Big Question/Essential Question.</i></p> <p><b>Compare Themes or Central ideas</b></p> <p><i>Task 2: Write an essay to compare and contrast the themes or central ideas of two selections. Choose two selections one of them being "The Tale of the Mandarin Ducks" and the other selection can be any story in Unit 1. Analyze the elements of each that support the theme or central idea. For example, think about where the events take place, what speakers say and do, and what objects play a critical role in the events. Organize your essay point-by-point to clearly show comparisons between the two texts. Use transitions to move smoothly from one idea to the next. Be sure to incorporate the Big Question/Essential Question.</i></p>
<p style="text-align: center;"><b>Assess &amp; Reflect on Student Learning (20% of the Lesson)</b></p>	
<p><b>Share Out:</b>  <i>Assessment of New Learning</i></p>	<p>Share of group responses...          Begin Tasks...</p>
<p><b>Oral/Written Reflection</b>  <i>New Learning</i></p>	<p>Homework: Writing: Think about a time in your life when greed or kindness ruled your decision-making. How did it feel to be greedy? To be kind?</p>